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# **GHAR GHAR MAA SWASTHYA**

## **Facilitator's Manual on Effective Product Marketing**

### **2 - Day Field Training**

**FHI 360/GGMS for Nepal CRS Company**

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# DAY 1

## SESSION 1: START-UP (WELCOME, OVERVIEW, INTRODUCTIONS, EXPECTATIONS/FEARS, GROUND RULES)

### TOTAL TIME

**1 hour**

### OBJECTIVE

Assure that everyone knows what is being done and feels part of a team.

### FACILITATOR NOTES

1. Welcome: 5 minutes

2. Overview: Objectives/Agenda: 10 minutes

**Handout:** Objectives/Agenda

**Activities:**

- *Have different participants read one objective*
- *Present the agenda in broad terms, by grouped topics (as per this training outline)*
- *Ask who needs clarifications and respond.*
- *Explain we're going to be modeling how to do the workshop you will lead. Practical and participatory, but quicker than you will be doing.*

3. Introductions/Icebreaker: 20 minutes

*Have people pair up, each has 1 minute to find out about the other and their training experience and something they like.*

*Then they introduce each other:*

**1 minute each:** *Name, training experience and something they like*

4. Expectations/Fears: 10 minutes

*Have someone direct and someone else writes them down on flipchart what is it that the participants expect from this training.*

5. Ground rules: 10 minutes

*Draw? Have someone direct*

**Key ones to add if not mentioned:**

- No phones
- Promptness. **NOTE:** We will start sessions on time.
- What qualifies for fines and what is fine (where appropriate)
- Confidentiality
- Consideration for others
- Limit number of times speak and length of speech per person;
- **NOTE:** facilitators **WILL** be cutting you off – especially those that talk often, speak long, or repeat what others have said.

6. Roles 5 minutes

*Have people sign up for responsibilities on flipchart: timekeeper, reporter, eye and ear, etc.*

## SESSION 2: MARKETING PITCHES 13 MINUTES/PITCH

**Materials:** Pitch forms, products, IEC materials, promotional items

### OBJECTIVES

- To generate suggestions from self and participants on how to improve their pitch
- To practice using an assessment form for developing and assess pitches

### FACILITATOR NOTES

1. Present Pitch 5 minutes

Example 1 (poor example – no call to action, lots of blah blah, no client focus; prepare list of desired characteristics): **(Make pitch either longer than 5 minutes so you will be cut off or very short; include inappropriate info)**

#### PITCH #1 (ACTIVITY TO ILLUSTRATE BAD PITCHING)

## **2. Get Oral Feedback 5 minutes**

ASK:

- What was good?
- How can this be improved?

*Take notes on flipchart*

## **3. Introduction to Pitch Checklist 2 minutes**

**Handouts:** 1 copy Pitch assessment form for each participant PLUS 2 to each participant and each facilitator. If 7 participants, each gets 9

*Refer to assessment form and ASK:* What do you think is the purpose of this?

*Write answers on flipchart*

**Key ones to add** if not mentioned:

- To help you determine how your or someone else's pitch is
- To help you develop and/or practice a marketing pitch

## **4. Get written feedback for Pitch 10 minutes**

SAY:

OK, now let's go down the list and see how you would use this assessment form to assess the pitch we just conducted.

Who will read the first/next statement and tell us their answer? Everyone should mark your responses down on one sheet.

ASK: Who agrees? Who doesn't?

## **5. Present Pitch 2 5 minutes**

(Good pitch, following the pitch format and addressing the assessment form elements: **5 minutes (make sure not to go longer than 5 minutes)**)

**Material:**

- **Script 2 based on *Pitch perfect* assessment form.**
- **Also marketing support materials – video, print, copies of pitch to hand out. Any supplies for demonstrations**

## PITCH #2 (ACTIVITY TO ILLUSTRATE GOOD PITCHING)

### **6. Assessment and discussion 8 minutes**

*Have them fill out the 2nd copy of the assessment form for this pitch.*

*Review:* ASK Pitcher to self-evaluate first. Then get other opinions

- How did this pitch differ from the last one?
- What did we do well?
- What do we need to improve

### **7. Instructions for their pitches 2 minutes**

SAY:

- Each team will have 5 minutes to present their pitch.
- After each team is done, we will then fill out forms, pitcher will self-evaluate and others will respond.

### **8. Pitches 13 min/pitch**

(5 minutes for pitch, 2 minutes for filling out forms, 3 minutes for self-evaluation and 3 minutes for feedback from others)

#### **Objectives**

- Demonstrate pitching skills
- Explain how they have incorporated new elements based on workshop so far
- Practice self-assessment
- Practice giving and receiving peer feedback

#### **Facilitator Notes**

***IMPORTANT TO KEEP TIME FOR EACH PART OF THIS SESSION***

SAY:

- Each person will have 5 minutes for their pitch.
- Afterwards: Everybody – including the person pitching - will take 2 minutes to fill out the assessment form for that team.
- The pitcher will have 3 minutes to address the following questions, verbally in plenary:

- What changes did you make from your original pitch approach, based on what has happened so far during the workshop?
  - Why?
  - What areas do you think you did best in?
  - What areas do you think you need to improve most in?
  - What might you do differently the next time?
- The rest of us will have 3 minutes to advise our agreement with their self-assessment
  - Make sure to write the name of the pitcher on the top of each assessment sheet and before leaving for the day, place it in the pile for that person.

*Make sure to have a space near the door (if possible a chair) where you can put a piece of paper with the name of the teams for people to leave the forms.*

## SESSION 3: TIPS FOR EFFECTIVE PRESENTATIONS\_\_60 MINUTES (PRESENTATION IN ANNEX UNDER HANDSOUT)

## SESSION 4A: INTRODUCTION TO MARKETING ELEMENTS (PRESENTATION IN ANNEX UNDER HANDSOUT)

### TIME

**75 minutes**

### OBJECTIVES

- Introduce elements of marketing and which ones they can't change and which they can work with
- Demonstrate how packaging elements create images and multiple measures for effective packaging
- Discuss how to expand outlets for products – into new places
- Discuss the importance of placement

### MATERIALS

Presentation (PowerPoint), water bottles, pictures of placement and merchandising from outlets

- Exercises:
1. Price exercise – questions
  2. Packaging exercise - questions
  3. Place exercise - questions
  4. Placement exercise

### OBJECTIVES OF PLACEMENT EXERCISE

- Reflect on situation in actual outlets to see how placement and merchandising is done

- Discuss how to improve placement for CRS products

#### FACILITATOR NOTES

Review each team will show 2 pictures of good displays and 2 pictures of bad displays and discuss ideas to improve placement of CRS products.

## SESSION 4B: PRE-CALL PLANNING - 45 MINUTES (PRESENTATION IN ANNEX UNDER HANDSOUT)

### OBJECTIVES

- Discuss importance of planning in advance – overall routes, contingency plans plus formulating approaches for individual customers, based on what they know from previous visits.
- Have participants realize what an action is : action/not action: candy HEARTS or words on paper
- Participants discover the difference between knowledge and behavior via exercise exercise

### MATERIALS

- Hearts
- Exercise-Exercise notes on wall

### FACILITATOR NOTES

For Action/not-action: pass out candy hearts with words or pieces of paper with words written on them. They will need to act out the action words and have others guess what their action is.

#### For exercise-exercise:

📋 Prepare individual pages for each of the behaviors and beliefs below. Choose three places around the room to tack up the three "pairs" of posters. (Best if you have 3 flipchart stands, but if not, can post on wall.

In each spot, put the page on the behavior *under* the page displaying the belief. This can be done at the beginning of the session or day, but do NOT let participants see what you are putting up: keep the top page covered or folded up until each is read.

Do NOT write "Belief" or "Behavior" on what you are posting up.

#### Belief-Behavior Pairs: (📋 Write on 6 separate flip chart pages)

##### 📋 I.

*Belief:* I believe regular exercise is a good idea for everyone. It reduces stress, keeps the heart and body fit, and reduces mortality.

*Behavior:* At least 4 days each week I get at least 30 minutes of moderate aerobic or muscle strengthening activity.

##### 📋 II.

*Belief:* I believe regular exercise is good for people with a history of heart disease or trying to reduce weight. For others, exercise now and then is fine.

*Behavior:* I sometimes get some exercise—maybe about once every week. I might swim, walk, jog, and play sports with friends or my family.

III.

*Belief:* I generally believe in the concept of regular exercise, but think a healthy, active person gets all the exercise s/he needs without a formal routine.

*Behavior:* I'm not a regular exerciser. I walk to the refrigerator, around the house, to the corner for emergency snacks, and so forth.

1. EXERCISE – EXERCISE (SLIDES 3-4) – (15 minutes)

**Notes**

Explain that you are going to read three statements about “exercise” to the group. Point to each as you read it.

Ask the participants to decide which of the statements best represents their own beliefs.

Say I am going to read the statements again and as I do, could each of you **go stand under/next to the statement** that best represents your own belief.

Read the statements a second time.

Discuss: Do the groupings seem to follow any particular pattern? (Gender, age, cultural background?)

Ask the participants: In each group, please remove the top sheet, displaying the other statement underneath.

Ask a representative from each group to read one of the three statements out loud.

Tell participants to now go stand under/next to the statement that best represents what they do.

Discuss: What has happened between the first and second pages? Why have people moved? What have we learned?

**Ask: What questions/comments do you have?**

Explain: What people do doesn't always reflect what they know or believe.

That's obvious to all of us when we think about our own actions, but sometimes when we're planning health promotion activities, we forget this basic tenet.

This should remind us that just giving people information (typical public education model) is generally not enough—even convincing them of a new belief may not move people to take a beneficial action.

🗣️ For example, people know that smoking is bad for their health, even may cause cancer, but they smoke anyway



Also, just giving information can also be dangerous.

🗣️ For example, people told to get “a malaria drug” to treat their fever may get wrong drugs

Same thing with training—just learning how to do things does not mean that people will do them, especially over an extended time

A behavior change model (Behavior Change Communication/BCC) does not assume that a lack of information is the reason people don’t do something. We look beyond awareness/knowledge to:

- *Identify the competing behaviors* that are making appeals to our audience.
- Look for *new ways of segmenting* the audience
- Finds something the audience can (easily) do
- Look for *targets of opportunity*—that is, where can I get the biggest bang for the buck? We may be more successful at moving the “sometimes exercise” segment to the goal of frequent exercise than getting the “almost never exercise” folks all the way there.

This activity points us toward the *value of doing research*, especially into why people do what they do or don’t do what they “should” do.

## SESSION 5: END OF DAY

### TIME

15 minutes

### OBJECTIVE

Clarifications/Assessment

### MATERIALS

Daily evaluation form

**Daily evaluation: all participants**

**5 minutes**

**Eye and ear report**

**10 minutes**

## DAY 2

### SESSION 6: START-UP (REPORT OF DAY 1, INCLUDING EVALUATION RESULTS AND DISCUSSION)

### TOTAL TIME

**15 minutes**

## OBJECTIVE

- Share feedback from Day 1
- See where participants are
- What issues/concerns they have

## FACILITATOR NOTES

*START WHEN AT LEAST HALF THE PARTICIPANTS HAVE ARRIVED. DO NOT WAIT FOR ALL.*

- ASK: What one thing yesterday do you think will be most useful to you and why?
  - Who else has same thing? Who else has different? (*WRITE ON FLIPCHART*) **(10 min)**
- ASK: Who has something important they want to share with the rest of us about training, this workshop or other related topics? **(10 min)**
- *Review report of Day 1 and get revisions/approval* **(5 min)**
- *Give highlights of Day 1 evaluation and responses from facilitators* **(5 min).**

## SESSION 7: ACTUAL CALL (PRESENTATION IN ANNEX UNDER HANDSOUT)

### TIME

145 minutes

### OBJECTIVES

- Learn 4 parts of an actual call – and how to build relationships
- Practice greeting a customer
- Learn and practice different type of questions
- Learn the difference between features and benefits and practice how to turn features into benefits
- Learn and practice how to handle customer questions and concerns

### MATERIALS

- Presentation, with as much participation as possible. There are slides that are blank to indicate that participants are supposed to answer questions from the previous slide before the facilitator comments.
- Exercises
  - Namaste exercise
  - Question-asking exercise
  - Feature into Benefit exercise
  - Addressing concerns exercise

## SESSION 8: PREPARATION OF REVISED PITCHES

### TIME

10 minutes

### OBJECTIVE

Participants use form to develop actual pitch layout, based on what they've learned in the presentation about benefits.

### MATERIALS

Pitch outline form

## SESSION 9 – REVISED PITCHES – PRESENTATIONS

### TIME

13 MINUTES PER PITCH – 9 PEOPLE 120 MIN

### OBJECTIVES

- Demonstrate post-training pitching skills
- What changes did you make from your original pitch approach, based on what has happened so far during the workshop?
- Practice self-assessment

- Practice giving and receiving peer feedback

## FACILITATOR NOTES

**Handout to each person, including facilitators, one copy of the pitch assessment form for however many participants there are.**

### **1. Instructions for their pitches 1 minute**

SAY:

- Each team will have 5 minutes to present their pitch.
- After each team is done, we will then fill out forms, pitcher will self-evaluate and others will respond.

### **2. Pitches 13 min/pitch min**

Timing of pitches:

- Pitch: 5 minutes
- Filling out forms: 2 minutes
- Self-evaluation: 3 minutes
- Feedback from others: 3 minutes

Facilitator Notes

### ***IMPORTANT TO KEEP TIME FOR EACH PART OF THIS SESSION***

SAY:

- Each team will have 5 minutes for their pitch.
- Afterwards: Everybody – including the team pitching - will take 2 minutes to fill out the assessment form for that team.
- The pitcher will have 3 minutes to address the following questions, verbally in plenary:
  - What changes did you make from your original pitch approach, based on what has happened so far during the workshop?
  - Why?
  - What areas do you think you did best in?
  - What areas do you think you need to improve most in?
  - What might you do differently the next time?
- The rest of us will have 3 minutes to advise our agreement with their self-assessment
- Make sure to write the name of the pitcher on the top of each assessment sheet and before leaving for the day, place it in the pile for that person.

*Make sure to have a space near the door (if possible a chair) where you can put a piece of paper with the name of the teams for people to leave the forms.*

## SESSION 10: POSTCALL AND FOLLOWUP (PRESENTATION IN ANNEX UNDER HANDSOUT)

### TIME

30 minutes

### OBJECTIVE

- To demonstrate the importance of what to do after the actual call.
- Presentation and discussion

### FACILITATOR NOTES

## SESSION 11: END OF WORKSHOP

### TIME

20 min

### OBJECTIVE

Closure/Assessment/Application

### HANDOUTS

- Final evaluation form

#### 1. Final evaluation: all participants

- Fill out checklist for how we conducted the workshop- write “overall workshop”
- Fill out final evaluation form

#### 2. Application: (10 min)

ASK:

- What one thing from this workshop do you think will be most useful to you and why? Who else has something different? (*WRITE ON FLIPCHART*)
- How will you apply learnings from this workshop to your work? What are the next steps you will take?

## ENERGIZERS

Balls for dancing

Touch your nose/cheek

Doll game

Mirror game

Informal feedback – eye & ear

# ANNEXE

## 1. Handouts

- Effective Presentation
- Effective Product Marketing
- Pre Call Planning
- Actual Call
- Post Call Analysis and Follow up

## 2. Forms and Formats

- Pitch Evaluation Form
- Daily Evaluation Form
- Final Evaluation Form

## Presentation is basically Communication

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Presentation Tip

### Communication Basics

- 70-80 % of our working time is spent on some type of communication
- Communication involves at least 2 people: the sender (Speaker) and receiver (Listener)
- Listening is more difficult than speaking



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Presentation Tip

### Dynamics of Communication



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Presentation Tip

### Dynamics of Communication



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Presentation Tip

### Dynamics of Communication



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Presentation Tip



#### Presentation Tips: KNOW YOUR PAL

##### PURPOSE

- INFORMING?
- PERSUADING?
- TEACHING?

##### AUDIENCES

- PERSPECTIVE CLIENTS?
- COLLEAGUES?
- DEMOGRAPHICS?

##### LOGISTICS

- SIZE OF AUDIENCE?
- SPACE, LAYOUT, A/V SYSTEM, WALL ETC.

'Right' information to wrong audience is effectively 'Wrong' information

Color Attenu Management Systems

Presentation Tip

#### Presentation Tips: PREPARE

- **COLLECT MATERIAL**
  - CONTENT, STORIES, EXAMPLES
- **DIFFERENTIATE MUST, SHOULD, AND COULD KNOW**
- **Make FLIP CHARTS, HANDSOUT, SLIDES**
- **KEEP A COPY FOR EMERGENCY / TECHNOLOGY FAILURE**

LITTLE TIME SPENT IN PLANNING AND PREPARATION SAVES A HUGE TIME IN HANDLING CHAOS

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Presentation Tip

#### Presentation Tips: PRACTICE

- **RUN THE PRESENTATION IN YOUR MIND**
- **USE REAL OR SIMULATED SETTING**
- **USE MIRROR**
- **TAPE AND PLAY BACK**
- **IF YOU DO NOT LIKE YOUR OWN PRESENTATION NO ONE ELSE WILL LIKE IT!**

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Presentation Tip

#### Presentation Tips: ARRIVE IN TIME

- **IF POSSIBLE INFORM THE CUSTOMER BEFOREHAND**
- **CREATE RAPPORT WITH WHOEVER YOU MEET AND WAIT FOR THE CUSTOMER**

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Presentation Tip

#### Presentation Tips: DELIVER

- **3 V'S**
- **VISUAL**
  - **HOW YOU LOOK**
    - » DRESS PROPERLY. AVOID DISTRACTIONS (E.G. FLASHY BRACELETS, EAR RINGS ETC.). YOU CAN NOT BE FAULTED FOR PROPER DRESSING. YOU MAY BE JUDGED BY LOOK AT LEST INITIALLY
  - **HOW YOU MOVE AND ACT**
    - » HAVE AND MAINTAIN EYE CONTACT. OTHER PERSON IS EQUALLY IMPORTANT TO YOU
    - » USE NODDING
    - » CLOSENESS
    - » OTHER GESTURES AND ACT (HAND CROSSING, HANDS IN POCKET, FINGER POINTING ETC.)

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Presentation Tip

#### Presentation Tips: DELIVER ....

- **VISUAL...**
  - **HOW YOU PRESENT**
    - » ENGAGE THE PARTICIPANT
    - » REMEMBERING NAMES IS VERY HELPFUL
- **VOCAL**
  - **AVOID "MONOTONE"**
  - **PAUSE**
  - **LOUD VS SHOUT**
- **VERBAL**
  - **SIMPLE WORDS AND LANGUAGE**
  - **EXPRESS VS IMPRESS, CONVINCE VS CONFUSE. WE FALSLY BELIVE THAT WE CAN IMPRESS PEOPLE BY TALKING BIG AND COMPLICATED LANGUAGE**

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Presentation Tip



**Presentation Tips: HANDLE WITH TACT**

- **ADDRESS THE BEHAVIOR NOT THE PERSON**
  - » **NEVER APPEAR NEGATIVE NO MATTER HOW DIFFICULT THE SITUATION**
  - » **SAY “I DO NOT KNOW “ IF YOU DO NOT KNOW. DO NOT MAKE IT UP**
  - » **USE STACKING TECHNIQUE IF MANY PEOPLE WANT TO SPEAK**
  - » **SAY “THANK YOU FOR MAKING YOUR QUERY CLEAR. LET ME PUT IT IN A DIFFERENT WAY..”**

## EFFECTIVE PRODUCT MARKETING

FEBRUARY 29- MARCH 01, 2012  
NARAYANGHAT, NEPAL



## Introduction

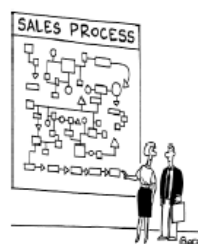
### Objectives

- To understand our customers
- To understand the systematic process
- To decide what tools to use when
- To plan, practice, assess and revise



### Difference between Marketing & Sales

- Marketing is designing an overall approach while sales is executing
- Marketing is learning about your user's need and delivering on them. It starts before sales and continues after sales
- Sales is exchange of value when your product or service is being purchased
- To be successful, Marketing & Sales need to work together



'And then you'll close the sale.'



### TOPICS

1. Who are our customers?
2. What are our products?
  - Packaging
  - Price
  - Place and placement
3. How do we market our products?
  - Pre-call planning
  - Actual Call
  - Post-call
  - Follow-up



## WHO ARE OUR CUSTOMERS?

## TYPES OF CUSTOMERS

- The Users
- Active Providers → “Customers”
- Other Influencers



## THE INFLUENCERS

### Customers

- Pharmacists & assistants
- Shopkeepers & vendors
- Physicians & assistants

### Other Influencers

- Nurses
- Midwives
- Primary/community health care workers
- Specially trained traditional birth attendants
- Volunteers, experienced users of family planning, peer educators, community leaders
- Partners



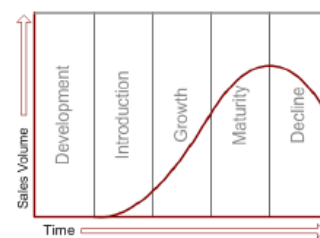
## WHAT ARE OUR PRODUCTS?

## PRODUCTS

- To attract users, products must be:
  - of acceptable quality
  - different from competition
    - Determine product's comparative advantages and use it to market
- If users want/demand a given product, customers will be more likely to carry it



## PRODUCT LIFE CYCLE



## EXTENDING THE PRODUCT LIFE CYCLE

To remain attractive and competitive over time, it may be necessary to :

- Change product
- Change packaging
- Change price
- Rebrand
- Extend the product line – add related products/services
- Change promotion strategies and/or materials



## UNDERSTANDING THE MARKET

To know what to change and how, it's important to know your:

- Know your Product: How it works? What it is made of?
- Clients' and customers' opinions about your product and organization
- Competition
  - Product features and packaging
  - Sales volume and presence in outlets
  - Pricing
  - Positioning, media, merchandising



## WHAT IS PRODUCT PACKAGING?

## PACKAGING



## PACKAGING EXERCISE

Which do you like best and why?

- Which has the best brand name?
- Which has the best picture?
- Which has the best label?
- Which has the best shape?
- Which has the best positioning?



## IS YOUR PACKAGE..

- Readable?
- Memorable?
- Findable (among other brands)?
- Different?
- Attractive?
- Understandable?
- Easy to use?



## PRICES ARE A GIVEN

- All products you market have a set:
  - Price
  - Margin
- How can you persuade new customers to sell your product
  - Eg. higher margin or higher total sales



## PRICE

### Price

- List at least one pro of high prices and of low prices
- For Dhaal give an example how you use one of the pros for low price product?
- For third brand condom give an example how you use one of the pros for the high price product?



## WHAT CAN YOU INFLUENCE?

- Product and price are set
- But you can increase sales through:
  - Place and placement
  - Promotion



## PLACE AND PLACEMENT



**Place:**  
**Product Availability is Key**

- Location or place is the 'bridge' connecting Users and Product
  - To sell product, it must be where people go
- To sell more, use different types of service points/outlets
  - Where are your products currently available?
  - Where are we not, but competing products are?
    - Why are we not there too?



**PLACEMENT IN OUTLETS**

**GROCERY STORE EXAMPLE**

- Shelves at eye-level are more valuable than those at floor level
- End aisles displays, especially near front, are seen by everyone
- Why are impulse purchase products (candy, magazines, condoms) placed near check out counter ?



**WHAT DID YOU SEE?**

- Good examples of placement?
- Bad examples of placement?
- Promotional materials?
- Other merchandising?

Photo Exercise



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## HOW TO IMPROVE PLACEMENT?

- How can we do a better job with our product visibility?
  - During planning/scheduling?
    - Set objectives – by product
  - During sales call?
    - Ask for/set up displays
  - After sales call?
    - Monitor and restock or re-order

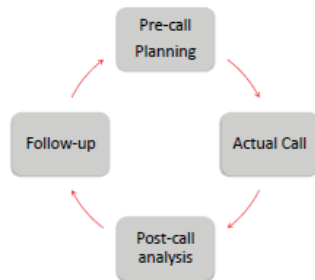


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## HOW DO WE MARKET OUR PRODUCTS?

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### MARKETING CYCLE



## MARKETING CALL CYCLE

Pre-call  
Planning



## PRE-CALL PLANNING

### PREPARATIONS

- Route planning
- Anticipate potential bandhs or other activities that may disrupt field activities
- Develop contingency plan
- Project/estimate customer purchase activity
- Ensure appropriate product stock, promotional materials, etc. on hand



### TIMING OF PRE-CALL PLANNING

- Pre-call planning should be done at least the day before for each existing or potential customer you will be seeing the next day



## PRE-CALL PLANNING

- Review the customer's profile (Purchasing habits, last purchases, high volume/low volume, types of clients) or area profile in the case of new customers
  - Review past daily call reports on same customers or areas
  - Identify customers' needs and concerns
- Set SMART objective.
- Develop strategies:
  - Identify key messages to emphasize tailored to customer's needs and concern.
  - Prepare resources to utilize.
  - Address/provide customer's request from last call, if any



## OBJECTIVES AND STRATEGY

### Objective

- Measurable result
- Action from the customer
- Answers "WHAT do you want to achieve

### Strategy

- Specific plan
- Action from the Representative
- Answers "HOW will you do it?"





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## S.M.A.R.T.

**S** - Specific

**M** - Meaningful

**A** - Achievable

**R** - Results-oriented

**T** - Triggers action



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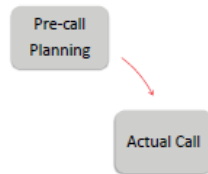
EXERCISE/EXERCISE

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## Questions?



## MARKETING CALL CYCLE



## ACTUAL CALL

## 4 STEPS TO MARKETING

Step 1: Open	<ul style="list-style-type: none"> <li>Acknowledge and conversation</li> <li>Relationship building</li> </ul>
Step 2: Probe	<ul style="list-style-type: none"> <li>Asking questions</li> </ul>
Step 3: Present	<ul style="list-style-type: none"> <li>Features and benefits</li> <li>Addressing concerns</li> </ul>
Step 4: Close	<ul style="list-style-type: none"> <li>Get the sale</li> <li>Build customer loyalty</li> </ul>



## STEP 1: OPEN

### OPEN

- Ensure all customers are welcomed and engaged
  - Acknowledge and smile!
  - Conversation
    - Engage them first as a person, rather than a customer
    - Then, arouse interest and establish customer's needs
  - Build positive atmosphere
    - Make customer relaxed and receptive
    - Trust is built by establishing a personal relationship with the customer
    - Platform built to transfer conversation to business



## OPEN EXERCISE

## STEP 2: PROBE

### PROBE

- Also called questioning
- To ask, find out, research, and gather information
- Helps you understand the customer's situation and motivation



### IMPORTANCE OF PROBING

- Valuable part of the “learning” process because it enables you to:
  - confirm what is already known
  - use and extend this knowledge
  - uncover new information



### USE OF PROBING SKILLS

- To begin or continue discussion
- To pinpoint and/or clarify issues
- To listen to customer concerns
- To gather pertinent information
- To help customer self-explore or analyze



### THREE TYPES OF QUESTIONS

1. Open-ended questions
2. Close-ended questions
3. Choice questions



### OPEN-ENDED QUESTIONS

- Encourage continued conversation
- Help you get more information
- Give insight into the other person's feelings
- Start with the 5 W's (who, what, when, where, and why) plus 1 H (how)
- NOTE: Be careful with “why”
- Start with open neutral questions, then moved on to open leading ones



### EXAMPLES OF OEQS

- What brand of condom do you recommend most to your clients?
- What side effects have you encountered from administering injectable contraceptives?
- What are your concerns with oral contraceptive pills?
- What would you think about CRS introducing a new premium condom brand?
- What are the major health issues with children in your community?



### CLOSE-ENDED QUESTIONS

- Answered with yes or no
- Good for providing specifics
- Focused on one area.
- Used to direct the conversation, confirm facts, or clarify a point.
- Place the prime responsibility for talking on you.
- May be used to close a conversation, make quick decisions, or to move on to another topic.
- Usually begin with: are, is, am, will, do, did, was, were.



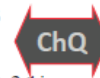
### EXAMPLES OF CEQS

- Do you recommend Dhaal condoms?
- Have you encountered cases of side effects from administering injectable contraceptives?
- Is safety a concern for suggesting oral contraceptive pills?
- Would you be interested in a new premium condom brand that CRS is selling?
- Is diarrhea a major health problem for children in your community?



### CHOICE QUESTIONS

- Create an alternative choice between  $\geq 2$  things.
- Safer than a close-ended question as these minimize the chance of receiving a “no” response.
- Considered a subset of close-ended question with an either/or scenario.
- Usually begin with “which.”



### EXAMPLES OF CHQS

- Which do you recommend more often, Dhaal or Panther?
- Which side effects are more common with Sangini, headaches or bleeding?
- Which concern is more important for oral contraceptive pills, safety or efficacy?
- Which hormonal contraceptive do you prefer to recommend to patients: tablets, injectables, or implants?



### QUESTIONING RULE

1. 80/20 Rule: Ask 80% open questions and 20% close-ended questions
2. Communicative Customer:
  - Use a lot of open questions
  - Shift to closed questions to confirm customer's needs
3. Uncommunicative Customer:
  - Use a series of closed questions
  - Lead customer to an assumed need



## Learning Point

Probing-questioning  
Can turn a one-way talk  
to a two-way dialogue:  
From presentation  
to participation!



## EXERCISE

## Questions?



## STEP 3: PRESENT

### FEATURE

How does your product satisfy customer's needs?

- Physical attributes of the product
- Observable characteristics of the product
- Can be validated by any of the five senses to be factual, objective



### BENEFITS

What are the benefits of your product to the customer?

- What the product can do
- Shows the value of the product
- More important than feature
- Every feature can be translated into one or more benefits
- Must be tied to the customers' needs



What products are made by....?  
What are the benefits of .....



#### BENEFIT

- Refreshment
- Fun
- Connection
- Attractiveness
- Youthfulness
- ?
- ?



#### Exchange

Both parties must receive something they want

- "What's in it for me?"
- Must offer benefits that matter



#### FEATURES VS. BENEFITS



#### FEATURES AND BENEFITS FOR NAVA JEEVAN

Features

Benefits

# Questions?



## PROBLEM SOLVING

## CUSTOMERS' REACTIONS

- An opportunity to draw the customer into discussion
- May be the beginning of showing "interest" in your product
- An opportunity to provide more information to help the provider reach a positive action

A signal to do Problem-Solving.



## TYPES OF CUSTOMER REACTIONS

**Question**

- Clarification about our product
- An question about our product

**Positive reaction**

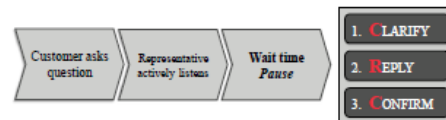
- Positive feedback about our product
- A comment in favor of our product

**Concern**

- Negative feedback about our product
- Issue against our product
- An obstacle/challenge to be resolved



## HANDLING QUESTIONS



## WHAT TYPES OF CONCERNS DO CUSTOMERS HAVE?

- Misunderstanding about the product
- Cost of product is too high
- Social taboos
- Shy about selling the product
- Does not think clients will buy it
- Margin is too low



## Learning Point

A concern is really an opportunity for business.

Resolve it and you get the sale!



# Questions?

## STEP 4: CLOSE



### CLOSE

## Ask for the sale

- Get a commitment from the customer to promote the product to clients
- Reinforce their decision to buy/recommend to make them feel good about their decision



### CLOSE

## Build customer loyalty and trust

- Thank the customer
- Use the customer's name
- Be consistent
- Always deliver the message in a consistent, appropriate, and relevant manner



## RELATIONSHIPS DRIVE DECISIONS

- Build relationships – to encourage REPEAT actions
- Ongoing 2-way communication is necessary for relationships
- Every contact is communication.



## STEPS TO CLOSING

1. Summarize the point you want the customer to remember
2. Check for agreement
3. Ask for a specific, realistic action
4. Provide contact information and encourage contact
5. Close with friendly 'see you again soon' and leave business card





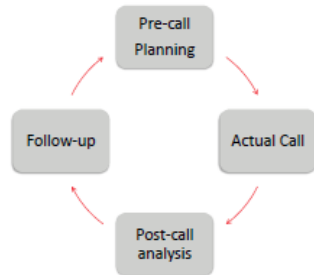
## Learning Point

You will lose 100% of the sales you don't ask for.  
Go ahead and ask for the sale!



## PITCH EXERCISE

## MARKETING CALL CYCLE



## POST-CALL ANALYSIS & FOLLOW UP

### POST-CALL ANALYSIS

1. Evaluate the call: reasons for achievement or non-achievement of objective
2. Self-assess areas of strength and needing development
3. Record all information of the daily call
4. File your report with your Supervisor and discuss concerns
5. Review daily call form before making follow-up call



### HOW DO YOU FOLLOW UP ON A CALL?

- Check back in
- Supply checking
- Materials replenishment and placement checks

Following up with customers is essential to building relationships and maintaining existing ones



### BOTTOM LINE

- CHANGE CLIENT BEHAVIORS CHANGE CUSTOMER BEHAVIORS CHANGE YOUR BEHAVIOR/APPROACH

#### THE OUTCOME

- INCREASED USE INCREASED SALES
- INCREASED MARKET



**Questions?**



**EFFECTIVE PRODUCT MARKETING****PITCH Assessment**

Pitch From: \_\_\_\_\_

Date: \_\_\_\_\_

*Please rate the pitch by putting an X in the respective column and record relevant comments under "Remarks"*

Description of observation	Y	N	Remarks
1. Open			
2. It is clear who the target audience is.			
3. The pitch asks the target to <b>do</b> a concrete action.			
4. The pitch tells the target the reason why he/she should do this concrete action			
5. Is the reason given is an actual benefit to the target audience?			
6. The pitch has one key message.			
7. The pitch creates a concrete image in your mind.			
8. The pitch uses the phrases and words that the target audience uses.			
9. The pitch uses sources of information that the target audience trusts.			
10. It is clear what product is being pitched			
11. The price/ margin was communicated			
12. IEC materials used			
13. Promotional materials given.			
14. Communication style was appropriate for the target audience			
15. Presenter probes before pitching			
16. Presenter listens and pauses			
17. Presenter successfully dealt with questions and/or concerns of customer			
18. Closing (Mentions next step)			



## प्रभावकारी बस्तु बजारीकरण (Marketing)

### दैनिक मूल्याङ्कन फाराम

मिति: \_\_\_\_\_

कृपया तल दिइएका विवरण ध्यानपूर्वक पढेर प्रतिक्रिया दिनुहोला । यहाँको अमूल्य प्रतिक्रिया तथा सुझावलाई हामी स-सम्मान आगामी दिनमा सुधारका लागि प्रयोग गर्नेछौं । धन्यवाद ।

विवरण	प्रतिक्रिया
१. आजको सम्पूर्ण कार्यक्रम मा प्रयोग भएका कुनै एक शब्द वा वाक्य लेख्नुहोस् ।	
२. आजको कार्यक्रममा यहाँलाई सबैभन्दा मनपरेको कुरा के हो ? कृपया लेख्नुहोस् ।	
३. आजको कार्यक्रममा यहाँलाई सबैभन्दा मन नपरेको कुरा के हो ? कृपया लेख्नुहोस् ।	
४. आज यहाँलाई सबैभन्दा धेरै खुसी लागेको क्षण कुन थियो ? कृपया लेख्नुहोस् ।	
५. आज यहाँलाई सबैभन्दा कम खुसी लागेको क्षण कुन थियो ? कृपया लेख्नुहोस् ।	
६. आज यहाँले के सिक्नुभयो ? कृपया लेख्नुहोस् ।	
७. आज यहाँले सिक्नुभएका कुरा कहाँ र कसरी प्रयोग गर्नुहुनेछ ? कृपया लेख्नुहोस् ।	

**प्रभावकारी बस्तु बजारीकरण (Marketing)**  
**PITCH (विक्रय-वार्ता) नमुना**

बस्तु \_\_\_\_\_

ग्राहक \_\_\_\_\_ ग्राहक को बिबरण \_\_\_\_\_

यस उत्पादन / प्रस्तावले तल उल्लेखित मुख्य फाइदा प्रदान गर्दछ :

तल उल्लेखित कारणले यो उत्पादन / प्रस्ताव अन्य प्रतिस्पर्धीको भन्दा श्रेयस्कर छ :

हामी यसलाई उत्तम प्रमाणित गर्न सक्छौं किनकि ( प्रमाण/अन्तर ) :

यस प्रस्ताव/उत्पादनका अन्य गुणहरूलाई उल्लेख गर्नुहोस् ।

अन्तमा म तपाईंलाई तल उल्लेखित कार्य गर्न अनुरोध गर्दछु ।

1. स्थानिय महिला समूह नेत्री लाई समूह को मीटिंग मा CRS को नव जीवन प्रमोशन गर्नको लागि अनुरोध गर्ने
2. पाहाडी क्षेत्रमा का स्थानिय महिला समूह नेत्री लाई सुत्केरी सामग्री को वितरक बन्न प्रेरित गर्ने
3. विभिन्न अरु ब्रान्ड का पानी सुद्धिकरण औषधि / उपकरण बिक्रि गर्ने खुद्रा सामग्री बिक्रेता लाई पियुष बिक्रि गर्न प्रेरित गर्ने
4. बिक्रि कक्षको बढी देखिने ठाउँ मा पान्थर प्रदर्शन गर्न प्रेरित गर्ने
5. समय मा बिक्रि रकम नबुझाउने वितरक हरूलाई सो गर्न प्रेरित गर्ने
6. फीडर मार्केट का थोक बिक्रेता लाई पाहाडी ग्रामिण क्षेत्रमा पनि CRS सामग्री हरू बिक्रि गर्न प्रेरित गर्ने
7. फिल्डमा जाँदा भेट भएको नब बिबाहित पुरुष लाई पान्थर प्रयोग गर्न प्रेरित गर्ने
8. CURE को मौज्दात गर्ने तर प्रमोशन नगर्ने बितरक लाई सो गर्न प्रेरित गर्ने
9. छिमेकको पसलेलाई Panther बेच्न प्रेरित गर्ने

## प्रभावकारी उत्पादन बजारीकरण (Marketing)

### अन्तिम मूल्याङ्कन

यो मूल्याङ्कन नामरहित रहनेछ । तसर्थ यहाँले आफ्नो नाम लेखिराख्नु पर्नेछैन ।

आवश्यक परेमा यहाँले यस पानाको पछिल्लो भाग प्रयोग गर्न सक्नुहुनेछ । कृपया केरमेट नगरी सफासँग लेखिदिनुहोला । धन्यवाद ।

१. कृपया सम्पूर्ण कार्यशालालाई ध्यानमा राखेर आफूले छानेको उत्तरमा गोलो चिन्ह लगाउनुहोस् । आवश्यक परेमा विस्तृत विवरण पछ्याडि दिन सक्नुहुनेछ ।

	नराम्रो	ठीकै	मध्यम	राम्रो	ति राम्रो	प्रतिक्रिया
मेरो काममा यस कार्यशालाको उपयोग	१	२	३	४	५	
प्रस्तुतीकरणमा स्पष्टता	१	२	३	४	५	
प्रश्न सोध्न र छलफल गर्न छुट्टयाइएको समय	१	२	३	४	५	
सहजकर्ताको दक्षता	१	२	३	४	५	
विषय तथा गतिविधिको स्वरूप	१	२	३	४	५	
कक्ष व्यवस्थापन तथा उपकरण	१	२	३	४	५	
प्रस्तुतीकरण, अभ्यास, सहभागिता र समूहगत कार्य	१	२	३	४	५	
समूहगत कार्य/ अभ्यासका उपयोगिता	१	२	३	४	५	
खाना तथा खाजा समय	१	२	३	४	५	

२. यो कार्यशाला यहाँको अपेक्षाअनुरूप कस्तो रह्यो ?

- ..... असफल  
 ..... केही हदसम्म सफल  
 ..... अत्यन्त सफल  
 ..... अपेक्षा गरेभन्दा बढी

३. यो कार्यशालामा यहाँले सिक्नुभएका कुनै ५ वटा कुरा लेख्नुहोस् ।

- क)  
 ख)  
 ग)  
 घ)  
 ङ)

४. याँहा को विचारमा यो कार्यशालालाई अझ सुधार गर्न के गर्नु पर्ला?